DOCUMENT RESUME

ED 314 590 CE 053 900

AUTHOR Wade, Barbara K.
TITLE Political Socialization Patterns of Politically Active Vocational Educators.
PUB DATE Mar 89
NOTE 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Attitudes; Higher Education; Lobbying; Political Affiliation; Political Attitudes; *Political Influences; *Political Socialization; *Teacher Attitudes; *Vocational Education; *Vocational Education Teachers

ABSTRACT

A study investigated the political socialization patterns of politically active vocational educators. Six groups of vocational educators were examined: agriculture education teacher educators, agriculture administrators, home economics teacher educators, home economics administrators, trade and industrial education teacher educators, and trade and industrial education administrators. There were 160 usable responses from a sample of 300 educators. Subjects were considered to be politically active by virtue of their membership in the American Vocational Association (AVA), the national lobbying group for vocational education. The Ley (1979) study was the basis for this research, and Ley's instruments were used for gathering data: a Background Information Sheet and the Political Socialization Q-Sort. A factor analysis of the Q-Sort items produced four distinct determinants of political socialization: family as an influence; professional organizations as an influence; significant others as an influence; and graduate school faculty as an influence. No significant differences were found among the groups. The study recommended that vocational educators be encouraged to promote workplace democracy for themselves and their students. (Includes 16 references, 10 tables, and the two instruments.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED314590

Political Socialization Patterns of Politically Active Vocational Educators

Barbara K. Wade

The Pennsylvania State University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B.K. Wade

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Running Head: POLITICAL SOCIALIZATION PATTERNS

CE053900

BEST COPY AVAILABLE

Abstract

This study investigated the political socialization patterns of politically active vocational educators. Six groups of vocational educators were examined: agriculture education teacher educators, agriculture administrators, home economics teacher educators, home economics administrators, trade and industrial education teacher educators, and trade and industrial education administrators. Subjects were considered to be politically active by virtue of their membership in the American Vocational Association (AVA), the national lobbying group for vocational education.

The Ley (1979) study was the basis for this research and Ley's instruments were utilized for gathering data: a Background Information Sheet (BIS) and the Political Socialization Q-Sort. The BIS generated demographic data and indicators of the political history of each subject. The Q-Sort allowed subjects to sort 60 statements into seven categories ranging from "most descriptive of me" to "least descriptive of me" as related to political socialization activities.

A factor analysis of the Q-Sort items produced four distinct determinants of political socialization: family as an influence; professional organizations as an influence; significant others as an influence; and graduate school faculty as an influence. The six subgroups were compared to determine if significant differences were evident among the groups. Significant difference were not found.

Vocational education has had a significant function in preparing a skilled workforce. Workplace democracy has been documented as contributing to higher levels of productivity so not only families and significant others, but also vocational educators have professional responsibilities toward promoting workplace democracy. Politically active vocational educators have leadership roles in promoting workplace democracy as both teacher educators and administrators. Graduate faculty, significant others, administrators can facilitate the concept of workplace democracy in vocational curricula; ultimately influencing the productivity of a skilled workforce and economic growth in the United States.

Political Socialization Patterns of Politically Active Vocational Educators

> I know of no safe depository of the ultimate power of the society but the people themselves, and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.
>
> -- Thomas Jefferson

Thomas Jefferson wrote and spoke eloquently about the "inalienable" rights of our countrymen in the Declaration of Independence. This right was specifically delineated in the 1791 Bill of Rights within the Constitution of the United States and with these words was borne the wisdom and reason of American democracy. At the heart of this democracy was the commitment by a people to a belief that wide-spread citizen participation in government represented responsive government which in turn contributed to a contented polity. Underlying this premise has been the belief that participation does have a meaningful impact on government.

Despite our fundamental belief that we do have rights to participate in government, "most people have no sense of themselves as citizens" (Barber, 1984, p. 224). Further, Lane (1982) reported that only five percent of Americans consider government to be a substantial part of their "life satisfaction." Patterns of socialization toward politics reveal a variety of demographic and attitudinal characteristics that characterize politically active individuals. Phillips (1984) stated that "a great number of people are required to resolve the issues intelligently so all can benefit" (p. 206). Despite the right to participate in government and the need for consensus among citizens, political participation does not abound.

Background for the Study

The models of political socialization have been defined as direct or indirect political learning orientations with more emphasis on the agents of political socialization. These agents have been found within the family, the school, and peer groups; however, the primary concern of this study emphasized the school as the agent for political socialization and in particular the political socialization of vocational educators who are either administrators or teacher educators.

An emphasis on philosophical thought in the area of democratic theory and in particular in the realm of participatory democracy illustrated the variety of emphases directed toward expected levels of individuals' roles in the democratic process. Pateman (1970) argued that industrial work resting on an undemocratic authority structure socializes people into passivity and political apathy. She further suggested that the redesign of workplace authority structures following democratic principles would "spill over" beyond the workplace to reinforce greater participatory democracy instead of democratic elitism. Since the school is an agent of political socialization and also a

source of occupational education, the variables of both school and workplace were considered to be related.

Wirth (1983) noted that there are basic flaws in the economic determinism doctrines. He stated that these doctrines are "too destructive for handling the complexities of our overcrowded, interdependent planetary home" (p. 5). These doctrines reject the fundamental notions that are central to democracy: to respect the dignity of persons and their capacity to be ongoing learners and to provide for free examination of ideas and critical collaborative participation. With today's accelerated pace of change, society cannot ignore the means for accepting the challenges of the new technology.

In a participatory democracy, citizens regard the input of all individuals in the formation of public policies. Being politically socialized to this process of input implies more than indoctrination and acceptance of established norms. Instead, political socialization refers to the acquisition of enabling skills that allow individuals the opportunity to provide input into their governing system. The three most influential agents of the political socialization process are family, school, and peer groups (Beck, 1977). Little attention has focused on the political socialization of professionals. There has been even less evidence of professionals being trained for their political roles as part of their professional education.

Political participation, as a part of political socialization, refers to individual ability "to advocate ideas, organize resources, administer people," and the ability "to take various roles n groups which require abilities of leadership and followership" (Patrick, 1976, p. 352). Educators, especially, must become adept in these skills to play leadership roles in the educational arena. Educators' political socialization and their ability to advocate ideas, organize resources, administer people, and assume leadership roles are inherently necessary in the profession of education.

Vocational education is a field that provides for the labor market needs of society. Formation of national, state, and local policies regarding work is dependent on active participation in public policy formation by all. Vocational educators have been reported to serve over 50 percent of the entire school-age population as well as increasing numbers of adults (Evans & Herr, 1978). To insure the highest quality of work for all workers, it would be most advantageous to have public policies designed to strengthen the labor market and promote the dignity of individuals within the workforce. By reason of broad association, vocational educators have immense responsibility to impact the condition of work through appropriate policies for occupational education.

Public employment policies affect the quality of the worker. If work is to be promoted and strengthened by vocational education, involvement in politics by vocational educators must not be ignored. Vocational educators must assume that the improvement of the labor market will be affected by their involvement in politics. Professional vocational educators need to be trained for

their roles as facilitators and participators in the democratic formation of policy. If vocational educators are unaware of the strategies for planning and implementing such public policy, then persons unfamiliar with vocational education will steer the course.

The Study

Carole Pateman (1970) noted that work democratization and a sense of political efficacy are significantly correlated. Those Democratic theorists who would promote participatory politics also would support democratizing industrial authority structures. As more industry representatives turn toward the strategies of quality circles, participatory management, and a systems approach to industrial management, there would appear to be a concomitant responsibility for vocational educators to serve the occupational needs of youths and adults who need or want democratic work environment.

Occupational educators can become advocates of both occupational and political participation if, in fact, political and occupational behaviors reflect one another. The question becomes an inter-disciplinary problem between political scientists and political sociologists. Elden (1981) described a simplified model of work democracy and its organizational and political correlates He found that positive quality of work life (QWL) consequences were connected with an increased sense of political efficacy, politically relevant activity, and better citizenship. Vocational educators must not ignore the implications of positive democratic technological and organizational conditions within the workplace upon the democratic nature of American politics.

Research on adult political socialization in the context of work organization is lacking. However, workplace democracy is a means of creating a lasting propensity for individuals to participate in politics (Elden, 1981). Understanding the patterns of political socialization of all workplace leaders could be helpful. This study attempted to identify the political socialization patterns of politically active vocational education administrators and vocational teacher educators in three program areas: agriculture education, home economics education, and trade and industrial education. Indicators of positive political socialization could be useful in the recruitment, socialization, or re-socialization of vocational educators when preparing vocational educators for their roles in formulating public policies which influence educational programs for preparing labor market participants. Furthermore, hypotheses were constructed to determine if there were significant differences among the six subgroups. It was hypothesized there would be significant differences among all of the subgroups.

Assumptions

For this study, the following assumptions were made:

1. Members of the American Vocational Association (AVA) were considered to be politically active by virtue of their membership in AVA. This did not assume levels of political activity.

2. Political involvement is a responsibility of professionals who must steer the course for public policy associated with their areas of expertise.

3. A major strength of Q-sort methodology "is its close affinity to theory . . . and is theoretically oriented," hence making this methodology particularly useful for laying foundations for future research (Kerlinger, 1973, p. 598).

Description of the Sample and Instruments

The sample for this study consisted of six subgroups: agriculture administrators and teacher educators, home economics administrators and teacher educators, and trade and industrial administrators and teacher educators. All six subgroups and the individuals in the groups were identified as politically active by virtue of their membership in the American Vocational Association (AVA) which serves in the United States as the national lobbying group for vocational education in the United States. Different levels of participation were determined by criteria which categorize participants by the following identifiers (Gillespie & Lazarus, 1976; Ley, 1979):

Observing -- Keeping abreast of the legislation that is relevant to your professional and personal concerns.

Supporting -- Writing letters to representatives in support of pending legislation.

Advocating -- Taking a stand which spells out specific action that should be taken related to particular concerns.

Organizing -- Setting up committees or events related to public policy issues.

All individuals were asked to categorize their level of participation within one of the four participation level descriptors. A stratified random sample of the group was obtained form the American Vocational Association (AVA). A service available from AVA provided randomized mailing labels of vocational educators by vocational field and by position. The sample sizes were determined according to the population frequencies in each category.

Two instruments were utilized by the researcher: the Background Information Sheet (BIS) and a Political Socialization Q-Sort (PSQ). Both were developed by Ley (1979) and were slightly modified to address the expanded population of vocational educators used in this study. Because Ley (1979) completed a pilot study and a final study and found an overall reliability of .92 for the instrument, further study on the instrument was not conducted.

Background Information Sheet

The Background Information Sheet (BIS) provided a means of collecting demographic data and personal political history information. The Ley (1979) BIS was adapted for use with all subgroups (Appendix A).

Subjects responded to items regarding age, residence, professional experience, marital status, and educational background. In addition to the demographic data, subjects identified their most typical political behavior and their highest level of political participation as either observer,

supporter, advocate, or organizer. Also, subjects were asked to distribute 10 points proportionately to indicate their relative amount of political involvement at four levels of government: local, state, national, and international.

Respondents were asked whether or not there was a political issue that caused them to become involved in political activities. If there was a particular issue, subjects were asked to identify the specific issue. Subjects also indicated their age when first being engaged in some political activity and at what age the subjects became politically active on a continuing basis.

Political Socialization Q-Sort

Ley (1979) used the Political Socialization Q-Sort to derive factors important in the political socialization of subjects identified for her study of home economics. Because her study emphasized women's political socialization, this researcher modified some of the terminology on the Q-Sort referring to "women." The word "educator" was substituted for the word "woman" (Appendix B).

The Q-sort forced-choice format was used and was made more efficient by creating a brochure with seven pockets (Appendix C). This enabled subjects to sort the cards efficiently without fumbling through a great bulk of material.

The unique properties of Q-sort according to Nunnally (1978) allow "a comparative rather than an absolute rating method" in which subjects "distribute their responses rather than an absolute rating method" in which subjects "distribute their responses in terms of a fixed distribution, usually an approximately normal distribution" (p. 615).

The Q-sort provided a method of information collection which forced subjects to prioritize items on a personal basis. Subjects were asked to arrange the 60 identified items into several categories:

- Most descriptive to me
- Generally descriptive to me
- Slightly descriptive to me
- Neutral
- Slightly less descriptive to me
- Generally less descriptive to me
- Least descriptive to me

The 60 statements used in the Q-sort were devised by Ley (1979) based on her review of political participation and political socialization literature. According to Borg and Gall (1979), the principle of resolution holds that "if one's research findings represent a true phenomenon, these findings should be obtained in each repetition of the study" (p. 431).

Literal replications refers to exact duplication, operational replication duplicates the sampling and experimental procedures, and constructive replication refers to a duplication with

"nothing more than a clear statement of empirical fact" established by the first author (Borg and Gall, 1979, p. 432). This study was described as operational replication of the Ley (1979) study with minor adaptations of the Q-sort language and the layout of the Q-Sort itself.

Findings

Three hundred individuals were identified for the final sample. All subjects were sent a packet of information including the Background Information Sheet (BIS), Q-Sort brochure with directions, statements, and pockets of sorting, 60 statements to be sorted, a cover letter, and self-addressed, stamped return envelope from the researcher.

The sample consisted of politically active vocational educators affiliated with the American Vocational Education Association (AVA). Because AVA acts as the major lobbying group for vocational education, the assumption was made that all members of the AVA have some level of political activity whether as observers, supporters, advocates, or organizers.

The stratified random sample consisted of vocational teacher educators and administrators representing either agricultural education, home economics education, or trade and industrial education. The sample was generated from a label service purchased from the AVA. The total sample consisted of 300 subjects stratified into six subgroups with 50 subjects in each subgroup.

Fifty-seven percent, or 171 subjects, supplied the requested information. Of the 171 returned instruments, 160 or 52 percent were identified as usable. The initial mailing generated 136 or a 45 percent return rate. Because of the high cost of both the mailing and the instrument, a second mailing was limited to a reminder letter. This produced an additional 24 returns.

Insert Table 1 about here

Demographic Data

The demographic data indicated respondents have a mode age range of 41-55. Over 90 percent of the agricultural education and trade and industrial education respondents are married while approximately 63 percent of the home economics respondents are married. Eighty percent of all subjects live in suburban or urban areas while the agricultural educators accounted for 53 percent of the total agriculture respondents residing in rural farm and non-farm areas.

Additional demographic data regarding years of professional experience indicated 79 percent of the respondents have 16 or more years of professional experience with approximately 30 percent of the subjects having more than 31 years of professional experience. Also, 63 percent of the subjects designated that their primary professional area is in either postsecondary or higher education.

Political Participation

Information pertaining to the political history of subjects was also derived from the BIS. Seven questions were posed concerning specific political behaviors which subjects have demonstrated in the area of politics. Subjects were asked to describe their "most typical behavior" and their "highest level" of political involvement. In each of these two questions, there were four responses from which to choose: observer, supporter, advocate, or organizer. The same responses were applied to both questions.

The most typical behavior exhibited by the respondents was relatively evenly distributed among the categories observer, supporter, or advocate. Less than nine percent of the subjects described themselves as typically "organizers."

Insert Table 2 about here

The highest level at which the respondents ever acted indicated that respondents have on occasion been promoted to act as "advocate" and "organizer." Over 72 percent of the subjects (Table 3) have perceived themselves as either "advocates" or "organizers" with 41 percent of the subjects having been active as "organizers" at some time in their lives. The Ley (1979) study found 65 percent of the politically active home economists to be "organizers." Forty percent of the home economists in this study were found to be "organizers." Table 4 illustrates the summary of the "most typical" and "highest level" of political behaviors by program area and level of behavior, respectively.

Insert Table 3 about here

The political history of subjects was further defined by subjects being asked to assign 10 points among four variables referring to local, state, national, or international levels of involvement in politics. Most of the respondents assigned values to either local, state, or national involvement; however, limited involvement was indicated in international politics. Most of the activity occurred at the state followed by local and national levels. These results support the findings reporter by Ley (1979).

Of the respondents, 51.9 percent indicated that there was a particular issue which precipitated their involvement in politics, while 48.1 percent reported that there was no outstanding issue that initiated an involvement in politics. Those who reported a particular issue almost always

referred to the area of vocational education or local political activities. Much of the attention was focused on vocational education concerns.

Subjects were asked to identify the age at which they remembered being engaged in some political activity. The mean age was 24.41. Subjects were also asked to indicate the age at which time they became politically active on a continuing basis. The mean was 28.64.

Political Socialization Q-Sort

The Political Socialization Q-Sort considered of 60 statements which described specific influences upon political activity. The item remained the same as those developed by Ley (1979); however, those items pertaining to women were modified to be generic rather than specifically gender oriented.

The subjects were instructed to sort the statements into seven categories:

1 statement that is most descriptive of the subject;

6 statements that are generally descriptive of the subject;

12 statements that are slightly descriptive of the subject;

22 statements that are neutral about the subject;

12 statements that are slightly less descriptive of the subject;

6 statements that are generally less descriptive of the subject;

1 statement that is less descriptive of the subject.

Factor analysis was utilized to elicit specific factors which could describe the political socialization patterns of all the subjects. Factor loadings were derived for each of the items for four, five, six, seven, eight, ten, and twelve factors. Factor loading scores of $\pm.3$ were retained on the initial factor analysis with poor results. Since Nunnally (1978) recommended using a factor loading score of at least $\pm.4$, attempts were made to conduct analyses on the different factors with $\pm.3$, $\pm.35$, and $\pm.4$ cutoffs for retaining items in the individual factor analyses.

Those items which did not have any factor loadings between $\pm.3$, $\pm.35$, and $\pm.4$ were eliminated on the various analyses. It was decided to use the $\pm.4$ factor loading as a minimum factor loading criterion on the four-factor analysis. This analysis produced a distinct set of four factors retaining 26 of the original 60 items. By using this combination, 48.2% of the variability was explained and the items were reduced to a clear, manageable set of factors (Table 4). Four discernible factors were defined and identified as: Factor 1 - Family as an Influence; Factor 2 - Professional Organizations as an Influence; Factor 3 - Significant Others as an Influence; and Factor 4 - Graduate School Faculty as an Influence.

Factor 1 consisted of six items with factor loading scores that range from +.599695 to +.78305. Each of the statements clearly related to family as contributors to individuals' political involvement. Statements 1, 10, 25, 27, 30 and 52 clustered together to form Factor 1 and was labeled as Family as an Influence.

Factor 2 emphasized the importance of professional organizations in motivating individuals to participate in politics. The factor loading scores ranged from +.48487 to +.57948. Statements 39, 43, 45, 49, 56, and 59 comprised Factor 2.

Significant Others as an Influence described Factor 3. This factor contained statements dealing with colleagues, mass media, and public figures. The factor loadings ranged from +.61146 to -.46614 and when analyzed with the demographic data and the political history variables produced one source of significant difference in the study.

The final factor, Factor 4, highlighted the role of graduate school faculty in stimulating individuals toward political involvement. The factor loadings ranged from +.41744 to +.61773. All of the statements attribute graduate school with influencing political involvement and included statements 2, 13, 18, 33, 48 and 55.

Insert Table 4 about here

Results as Related to the Hypotheses

The hypotheses for this study were formulated to determine if there were distinct patterns of political socialization for each of the six subgroups and if there were significant differences among the six subgroups. According to Kerlinger (1973), the characteristics of Q-sort require that researchers test for a .01 level of significance. There were three significant findings at the .01 level.

Two-way analysis of variance was employed to identify the specific areas of significant difference among the six subgroups. When Factor 1 -- Family as an Influence -- was analyzed with the personal history variable age, it was found that the lower the age at which individuals remembered being involved in politics, the more likely there was a perception that family was a dominant influence on political socialization patterns.

Insert Table 5 about here

Factor 3 -- Significant Others as an Influence -- demonstrated a significant interaction between professional area and position with a probability of .038 for professional area and .034 for position (Table 6). This indicated that there was a need for further inquiry. To further define the significant differences for Factor 3 sources, a one-way analysis of variance was employed to examine the differences among the teacher educators by program area and resulted in a .0032

probability (Table 7). The analysis of variance for administrators by program area resulted in no significant difference with a probability of .3561 (Table 8).

Insert Tables 6, 7 and 8 about here

The Scheffe post hoc test was used to test for significant differences among teacher educators These differences demonstrated that agriculture teacher educators and home economics teacher educators were significantly different for Factor 3.

Factor 3 was tested using a t test which identified differences between teacher educators and administrators. Home economics teacher educators and administrators showed a significant difference at the .01 level with slightly more than one-half a standard deviation between the mean for each position. Agriculture teacher educators had a mean of 51.767 and home economics teacher educators had a mean of 45.082 (Table 9).

Insert Table 9 about here

Table 10 illustrates the mean, standard deviation, and minimum and maximum scores for the four factors by the program areas and the positions of the subgroups. The mean range highlights the similarities among the groups and the area of difference. The minimum and maximum scores demonstrate the range of scores by subgroups.

Insert Table 10 about here

Figure 1 revealed that there was little variation among the subgroups as related to the four factors.

Summary

All of the eight original hypotheses were tested in order to pinpoint the significant differences among the six subgroups of vocational educators. The lack of significant differences caused the researcher to reject the hypotheses except for the three significant differences related to Factor 1 -- Family as an Influence -- and Factor 3 -- Significant Others as an Influence.

In place of focusing on the lack of significant differences, this study then emphasized the nature of the similarities found within the subgroups regarding the factor items. The four distinct factors revealed the sources of political socialization for professional teacher educators and

administrators in vocational education. These factors became the divergent forces which caused a change of direction for the study from the significant differences to the similarities among vocational educators.

The factors became instrumental agents in characterizing the study. The identified factors target specific areas of addressing political socialization for professionals. Although family influences may not be influenced by professional education, professional organizations, graduate faculty, and significant others could be significantly emphasized and integrated into the professional development process. Teacher educators and administrators should be made more aware of these factors when planning and implementing professional development activities.

Discussion

Vocational educators are responsible for a portion of the workforce. Because formation of local, state, and national policies regarding work is dependent on expert opinions and action, vocational educators have major responsibilities for steering the course for planning and implementing public policy concerning occupational education. Identifying or preparing vocational educators for significant roles in formulating this public policy cannot be ignored. What should be noted is the finding that vocational educators in general are quite similar in their orientations toward political involvement.

The major thrust of this study was to determine if there were significant differences among teacher educators and administrators within three program areas in vocational education. Since there were few significant differences, it can be concluded that vocational educators as a whole are more alike than was hypothesized in this study.

The similarities, underscored by the factor analysis, showed that four particular areas of influence (family, professional organizations, graduate school, and significant others) play an important role in the levels of political participation of vocational educators. Since the mean age for first political experience was 24 and the mean age for continuing political experience was 28, it can be concluded that involvement occurs early in a professional career and leads toward continuous involvement in less than five years from the onset of the first political experience.

Those experiences related to graduate school, professional organizations, and significant others have more direct opportunities for the profession as a whole to influence political involvement by members of the profession. It is concluded that professional meetings, graduate classes, collegial activities, and mass media efforts play a vital role in the formation of attitudes and beliefs of the professional toward political involvement. The Political Socialization Q-Sort could be used as an instructional tool to sensitize students to their own socialization to politics and to understand the far-reaching implications of politics and work.

While there were few significant differences found among the six subgroups, it can be concluded that there may be no significant differences among men and women found within the six

subgroups since the groups can be typically categorized as male- or female-dominated professions. Both men and women have agreed about their perceptions of how and who influences their political socialization patterns. One of the three significant differences actually occurred among home economics teacher educators and home economics administrators.

Recommendation

Socialization to politics is seen as a lifelong process which occurs at various times throughout a life cycle. Political socialization should not be seen as a terminal activity that ends with childhood. Many adult activities have meaningful influence upon the political socialization of professionals. Graduate school, professional organizations, and significant others can contribute to levels of political involvement. Professionals have many opportunities to impact policymaking. Vocational educators should not ignore these opportunities. Further, vocational education professionals should foster political socialization as a priority for forming and promoting democratic principles among individuals within the profession.

It is recommended that vocational education professional organizations should be considered vital links in policy formation. Time and resources must be made available to professionals for being actively involved in professional organizations. These activities should be viewed as job responsibilities attached to being a professional. This should be fostered in developmental stages, especially for graduate school students and young colleagues.

Further study in the area of political socialization should focus on identifying the time, place, and profiles of individuals who influence political socialization at varying times during the life cycle. The degree to which the identified factors influence political involvement should be examined to determine the specific relationships that have positively influenced individuals to become politically active.

Since the quality of work life can be determined by the degree of efficacy individuals experience within their workplaces, it should be encouraged that vocational educators promote workplace democracy for themselves and their students. Further study must be done to examine the means of promoting workplace democracy through vocational education. The professional education of vocational educators should include sensitivity workshops that highlight a forced-choice format, such as a Q-sort or a Likert scale, to examine variables which must be understood to promote workplace democracy.

Finally, the understanding of the political socialization of professionals can only lead to promotion or more tolerant and reasonable individuals who can exemplify democratic principles within education.

References

Barber, B. R. (1984). Strong democracy. Berkeley: University of California Press.

Beck, P. A. (1977). The role of agents in political socialization. In S. A. Rensohn (Ed.), Handbook of political socialization (pp. 115-142). New York: The Free Press.

Beck, P. A., & Jennings, M. K.. (1982). Pathways to participation. The American Political Science Review, 76, 94-107.

Borg, W. R., & Gall, M. D. (1979). Educational research (3rd ed.). New York: Longman, Inc.

Elden, J. M. (1981). Political efficacy at work: The connection between more autonomous forms of workplace organization and a more participatory politics. The American Political Science Review, 75, 43-57.

Evans, R., & Herr, E. (1978). The foundations of vocational education. Columbus, Ohio: Charles E. Merrill Publishing Company.

Gillespie, J. & Lazarus, S. (1976). Teaching political participation skills. Social Education, 40, 373-378.

Kerlinger, F. N. (1973). Foundations of behavioral research. New York: Holt, Rinehart & Winston, Inc.

Lane, R. (1982, February). Government and self-esteem. Political Theory, 10(1), 7-8.

Ley, C. (1979). An exploratory study of the political socialization of politically active home economists. Dissertation Abstracts International, 40, 4309A. (University Microfilms No. 80-6023)..

Nunnally, J. C. (1978). Psychometric theory (2nd ed.). New York: McGraw-Hill.

Pateman, C. (1970). Participation and democratic theory. Cambridge, England: University Press.

Patrick, J. J. (1977). Political socialization and political education in schools. In S. A. Rensohn (Ed.), Handbook of political socialization (pp. 190-222). New York: The Free Press.

Phillips, G. (1984). Making it in any organization. Englewood Cliffs, N.J.: Prentice Hall.

Smith, D. G. (1975). Professional responsibility and political participation. In J. R. Pennock & J. W. Chapman (Eds.), Participation in politics (pp. 213-232). New York: Lieber-Atherton, Inc.

Wirth, A. G. (1983). Productive work in industry and schools: Becoming persons again. New York: University Press of America

Table 1

Usable Returns for Agricultural, Home Economics, and Trade and Industrial Education Teacher Educators and Administrators Subgroups

	Program Area			
	Agriculture	Home Economics	Trade and Industrial	Total
Teacher Educators	33 (21%)	33 (21%)	24 (15%)	90 (56%)
Administrators	21 (13%)	27 (17%)	22 (14%)	70 (44%)
Total	54 (34%)	60 (38%)	46 (28%)	160 (100%)

Note: Fifty subjects were included in each subgroup for a total sample size of 300. A total of 160 usable questionnaires were returned for a 52% usable return rate.

Table 2

Levels of Political Behavior Listed as Typical Behavior for Politically Active Agriculture, Home Economics, and Trade and Industrial Teacher Educators and Administrators Samples Listed With Number and Percent

Behavior	n	Vocational Field		
		Agriculture	Home Economics	Trade and Industrial
Teacher Educators				
Observer	25	8 (5.1%)	9 (5.7%)	8 (5.1%)
Supporter	33	8 (5.1%)	17 (10.8%)	8 (5.1%)
Advocate	22	11 (7.0%)	5 (3.2%)	6 (3.8%)
Organizer	10	6 (3.8%)	2 (1.3%)	2 (1.3%)
No Response	0	0 (0.0%)	0 (0.0%)	0 (0.0%)
Total	90	33 (20.9%)	33 (20.9%)	24 (15.2%)
Administrators				
Observer	19	5 (3.2%)	5 (3.2%)	9 (5.7%)
Supporter	25	9 (5.7%)	12 (7.6%)	4 (2.5%)
Advocate	20	6 (3.8%)	8 (5.1%)	6 (3.8%)
Organizer	4	1 (0.6%)	2 (1.3%)	1 (0.6%)
No Response	0	0 (0.0%)	0 (0.0%)	0 (0.0%)
Total	68	21 (13.3%)	27 (17.1%)	20 (12.7%)

Table 3

Levels of Political Behavior Listed as Highest Level of Political Activity for Agriculture, Home Economics, and Trade and Industrial Teacher Educators and Administrators Samples Listed With Number and Percent

Behavior	n	Vocational Field		
		Agriculture	Home Economics	Trade and Industrial
Teacher Educators				
Observer	6	0 (0.0%)	3 (1.9%)	3 (1.9%)
Supporter	17	5 (3.2%)	6 (3.8%)	6 (3.8%)
Advocate	30	10 (6.3%)	12 (7.6%)	8 (5.1%)
Organizer	37	18 (11.4%)	12 (7.6%)	7 (4.4%)
No Response	0	0 (0.0%)	0 (0.0%)	0 (0.0%)
Total	90	33 (20.9%)	33 (20.9%)	24 (15.2%)
Administrators				
Observer	2	1 (0.6%)	1 (0.6%)	0 (0.0%)
Supporter	19	10 (6.3%)	5 (3.2%)	4 (2.5%)
Advocate	19	0 (0.0%)	9 (5.7%)	10 (6.3%)
Organizer	28	10 (15.4%)	12 (7.6%)	6 (3.8%)
No Response	0	0 (0.0%)	0 (0.0%)	0 (0.0%)
Total	68	21 (13.3%)	27 (17.1%)	20 (12.7%)

Table 4

Four Factors From the Political Socialization Q-Sort With Items and Factor Loadings

Number	Factor Items	Loading
	Factor 1: Family as an Influence	
1	My family contributed to my understanding of my role in the political system.	.680
10	The experiences that influenced my political behavior were connected with events which occurred within the context of my family.	.688
25	My family stressed the importance of politics in people's lives.	.783
27	My family made me feel that political participation is important.	.707
30	My family played a role in influencing my political behavior.	.775
52	My father made me aware of the importance of getting involved in political activities.	.597
	Factor 2: Professional Organizations as an Influence	
39	The vocational education organizations of which I am a member influence my political behavior.	.485
43	Professional organizations have made me feel that educators have an important role to play in politics.	.533
45	The professional organizations of which I am a member have influenced my political behavior.	.620
49	Vocational education organizations have made me aware of the importance of politics in people's lives.	.554
56	That educators have an important role to play in politics was made apparent to me by vocational education organizations.	.579
59	Professional organizations of which I am a member have made me aware of the importance of politics in people's lives.	.564

Table 4 (Continued)

Number	Factor Items	Loading
	Factor 3: Significant Others as an Influence	
4	My professional colleagues influenced my political behavior.	.579
6	Experiences with professional colleagues have influenced my political behavior.	.612
7	My vocational education colleagues have influenced my political behavior.	.578
12	I have had experiences with some of my vocational education colleagues that have influenced my political behavior.	.441
16	The media portrayal of individuals participating in political affairs influenced my political behavior.	-.461
47	Experiences that I have had with mass media have influenced my political participation.	-.433
50	Various public figures have made me realize that educators have an important role to play in politics.	-.466
51	Certain public figures have made me aware of the importance of politics in people's lives.	-.406
	Factor 4: Graduate School Faculty as an Influence	
2	I had experiences with my vocational education professions in graduate school that have influenced my political behavior.	.413
13	Experiences I had with graduate school classmates have influenced my political behavior.	.417
18	In graduate school my professors made me aware of the important role for professionals in politics.	.503
33	My political behavior has been influenced by the professors I had in graduate school.	.662
48	In graduate school my professors made me aware of the importance of politics in people's lives.	.618
55	My political behavior has been influenced by experiences I had with my teachers in graduate school.	.457

Table 6

Analysis of Variance Summary Table of Factors 1, 2, 3, and 4

Source	df	Mean Square	F Ratio	Probability
	Factor 1			
Professional Area	2	14.842	0.171	.843
Position	1	0.078	0.001	.976
Professional Area/Position	2	169.991	1.957	.145
Error	154	86.876		
	Factor 2			
Professional Area	2	151.294	2.014	.137
Position	1	94.428	1.257	.264
Professional Area/Position	2	90.005	1.198	.305
Error	154	75.137		
	Factor 3			
Professional Area	2	234.151	3.348	.038
Position	1	319.120	4.562	.034
Professional Area/Position	2	232.832	3.329	.038
Error	154	69.946		

Table 6 (Continued)

Source	df	Mean Square	F Ratio	Probability
	Factor 4			
Professional Area	2	74.621	1.009	.367
Position	1	63.741	0.862	.355
Professional Area/Position	2	20.708	0.280	.756
Error	154	73.979		

Table 7

Factor 3 Analysis of Variance of Teacher Educators by Program Area

Summary Table

Source	df	Mean Square	F Ratio	Probability
Professional Area	2	383.655	6.124	.0032
Error	87	62.653		

Table 8

Factor 3 Analysis of Variance of Administrators by Program Area

Summary Table

Source	df	Mean Square	F Ratio	Probability
Professional Area	2	83.272	1.048	.3561
Error	67	79.420		

Table 9

Factor 3 t-Test Summary Table of Subjects by Program Area and Position

Program Area	Mean (Teacher Educators)	Mean (Administrators)	t Value	df	Probability
Agriculture	51.767	49.842	0.82	52	.417
Home Economics	45.082	51.200	-0.312	58	.003*
Trade and Industrial	49.792	53.704	-1.46	44	.153

*Significant at the .01 level.

Table 10

Mean, Standard Deviation, and Minimum and Maximum Scores for Four Factors by Area and Position

Group	Mean	SD	Lowest	Highest
		Factor 1		
1	50.767	8.368	30.001	66.100
2	47.567	8.877	29.000	61.500
3	48.324	9.579	32.400	63.700
4	51.970	10.440	26.600	65.200
5	51.092	9.136	35.300	64.200
6	50.105	9.443	33.500	68.100
		Factor 2		
1	51.527	11.492	28.800	78.000
2	49.567	6.594	38.800	60.900
3	49.888	8.981	34.100	69.400
4	46.256	6.797	31.200	66.500
5	50.633	9.136	35.300	64.200
6	52.227	8.333	38.800	70.700

Table 10 (Continued)

Group	Mean	SD	Lowest	Highest
		Factor 3		
1	51.767	8.718	32.500	68.600
2	49.843	7.945	30.800	62.700
3	45.082	8.103	29.300	61.100
4	51.200	6.814	33.900	64.000
5	49.729	6.316	38.200	62.800
6	53.705	11.652	37.100	77.100
		Factor 4		
1	51.221	9.069	33.700	72.300
2	49.025	7.218	27.400	59.700
3	50.773	7.563	37.100	69.800
4	50.811	7.774	37.100	69.400
5	49.479	11.846	28.600	69.700
6	47.332	7.204	34.900	64.400

Mean Factor Scores						
	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
1	50.767	47.567	48.324	51.970	51.092	50.105
2	51.527	49.567	49.888	46.256	50.633	52.227
3	51.767	49.843	45.082	51.200	39.729	53.705
4	51.221	49.025	50.773	50.811	49.479	47.332

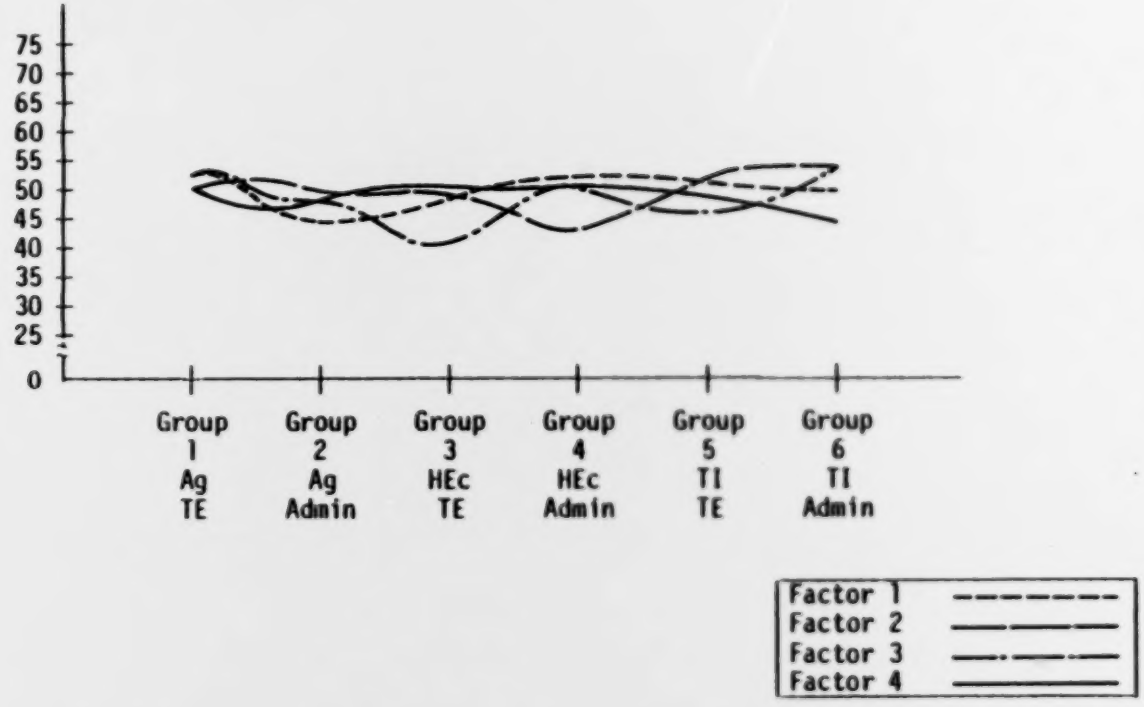

Figure 1 Mean Factor Scores for Teacher Educators and Administrators by Program Areas.

APPENDIX A

Background Information Sheet

1. Directions: Check one block in each category that describes you:

Age	Marital Status	Residence	Years of Professional Experience	Professional Area
__ 20-25	__ Single	__ Urban	__ 1- 5	__ Secondary
__ 26-40	__ Married	__ Suburban	__ 6-15	__ Postsecondary
__ 41-55	__ Divorced	__ Rural, farm	__ 16-30	__ Higher education
__ 56+	__ Widowed	__ Rural, non-farm	__ 31+	__ Other (list)

2. Directions: For each statement check one word that describes your level of political participation (Observing, i.e., keeping abreast of legislation; Supporting, i.e., writing letters to representatives; Advocating, i.e., taking a stand which spells out specific action; Organizing, i.e., setting up committees on events related to public policy issues):

   My most typical behavior at which I most often act is:

   ___ Observer ___ Supporter ___ Advocate ___ Organizer

   The highest level at which I ever acted is:

   ___ Observer ___ Supporter ___ Advocate ___ Organizer

3. Directions: Distribute 10 points proportionally to indicate the amount of your political involvement at various levels of government:

   ___ Local ___ State ___ National ___ International

4. Was there a particular issue that caused you to become involved in politics? ___ Yes ___ No

   If yes, identify the issue: _____

5. At what age do you first remember being engaged in some political activity? _____

6. If the above age is not the age at which you became politically active on a continuing basis, what was that age? _____

7. Professional Work Experience:

	Experience	Location	Date
a.			
b.			
c.			
d.			
e.			
f.			
g.			

8. Educational Background:

	Institution	Major	Degrees and Year
a.			
b.			
c.			
d.			
e.			

APPENDIX B

ITEMS FOR THE POLITICAL SOCIALIZATION Q-SORT

1. My family contributed to my understanding of my role in the political system.
2. I had experiences with my vocational education professors in graduate school that have influenced my political behavior.
3. My classmates in graduate school made me aware of the importance of politics in people's lives.
4. My professional colleagues influenced my political behavior.
5. My race has influenced my political behavior.
6. Experiences with professional colleagues have influenced my political behavior.
7. My vocational education colleagues have influenced my political behavior.
8. My political behavior has been influenced by mass media.
9. The fact that I am a particular sex has influenced my political behavior.
10. The experiences that influenced my political behavior were connected with events which occurred within the context of my family.
11. As a child I was aware of educators who were active in political affairs and this has influenced my political behavior.
12. I have had experiences with some of my vocational education colleagues that have influenced my political behavior.
13. Experiences I had with graduate school classmates have influenced my political behavior.
14. Experiences with professional organizations have influenced my political behavior.
15. The fact that I have a particular socioeconomic status has influenced my political behavior.
16. The media portrayal of individuals participating in political affairs influenced my political behavior.
17. As a professional I have had experiences which have influenced my political behavior.

18. In graduate school my professors made me aware of the important role for professionals in politics.

19. My political behavior is a result of cultural expectations I perceived.

20. My involvement in professional organizations influenced my political behavior.

21. My supervisors/administrators have influenced my political behavior.

22. Experiences I have had with vocational education organizations have influenced my political behavior.

23. In college I had some experiences with my classmates that have influenced my political behavior.

24. I have had some political experiences that made me feel that educators have a role to play in politics.

25. My family stressed the importance of politics in people's lives.

26. I view political participation as an important part of the work I do.

27. My family made me feel that political participation is important.

28. The experiences that influenced my political behavior occurred after I reached voting age.

29. I have had some political experiences that have influenced my political behavior.

30. My family played a role in influencing my political behavior.

31. The experiences that influenced my political behavior occurred during my years as a professional.

32. I became aware of the importance of politics in people's lives when I reached voting age.

33. My political behavior has been influenced by the professors I had in graduate school.

34. My professional role has made me aware of the importance of politics in people's lives.

35. When I was in elementary school I saw political activities as appropriate for men only.

36. My professional role helped me realize the important role individuals play in politics.

37. My political behavior has been influenced by experiences I have had with professional colleagues.

38. Supervisors and/or administrators have made me aware of the importance of politics in people's lives.

39. The vocational education organizations of which I am a member influence my political behavior.

40. Some political experiences that I have had have made me realize the importance of politics in people's lives.

41. The importance of the role of educators in politics was made apparent to me by my supervisors and/or administrators.

42. I was made aware of the importance of politics in people's lives by my professional colleagues.

43. Professional organizations have made me feel that educators have an important role to play in politics.

44. My vocational education colleagues have made me aware of the important role of women in politics.

45. The professional organizations of which I am a member have influenced my political behavior.

46. My professional colleagues made me feel that educators could play an important role in politics.

47. Experiences that I have had with mass media have influenced my political participation.

48. In graduate school my professors made me aware of the importance of politics in people's lives.

49. Vocational education organizations have made me aware of the importance of politics in people's lives.

50. Various public figures have made me realize that educators have an important role to play in politics.

51. Certain public figures have made me aware of the importance of politics in people's lives.

52. My father made me aware of the importance of getting involved in political activities.

53. Educational organizations have made me realize that educators have an important role to play in politics.

54. Some political experiences that I have had have made me realize the importance of politics in people's lives.

55. My political behavior has been influenced by experiences I had with my teachers in graduate school.

56. That educators have an important role to play in politics was made apparent to me by vocational education organizations.

57. The fact that I observed other individuals participating in politics influenced my political behavior.

58. Experiences I have had with various public figures have influenced my political behavior.

59. Professional organizations of which I am a member have made me aware of the importance of politics in people's lives.

60. Experiences I had with my siblings have influenced my political behavior.